A DOUBLE ISSUE

the HAKER HEIGHTS HIGH SCHOOL SHAKERITE

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SHAKER HEIGHTS, OHIO 44120

APRIL 14, 1988

4/14 Notes

Statistics from a recent Shakerite student survey indicate:

- *nearly three in four think there is a drug problem among Shaker students.*
- *52.9 percent drink alcoholic beverages and over one in four smoke marijuana.*
- *almost 1 out of 5 student drug users have parents or guardians who are or were dependent on drugs.*

see Teens & Drugs insert, pages 7-10

Racial imbalance linked to leveling

BY JULIE ALFRED
News Editor

The recent class scheduling has sparked a controversy over the leveling and weighted grade system at the high school, leading to scrutiny of the current system. But the lack of racial balance, especially in upper level classes, has added another element to this issue.

Presently, students and parents choose levels, with level five Advanced Placement (AP) courses worth a point more towards a student's grade point average than level three.

Because the high school is very close to fifty-fifty in black to white ratio, the lopsided number of whites who receive Scholarship Key awards and are National Merit Scholars leads to questioning of the leveling system itself, since 273 blacks take at least one level two class but only 41 whites have the same status. Similarly, 192 blacks take at least one level four class, as compared to 499 whites. Surely there must be reasons for such an imbalance; but what are they?

Black students from Heights High School, quoted in a recent Plain Dealer article, said that AP classes are "time-consuming" and are "not 'live.' A lot of times, you're the only black in the class and your friends wonder how come you're so special."

These sentiments are echoed at Shaker. "There are some black students who feel that being in a higher level class causes separation. They're finding success in level three and see no reason to move up," said senior Rafe Lewis-Harvey.

Ruth Richey, director of special programs for East Cleveland schools, agreed with Lewis-Harvey's comment. "It's not a matter of them being lazy," she said in a Plain Dealer article. "Like any other group of people, they feel more comfortable around their own."

Taking another point of view, social studies department head Terry Pollack feels that many black students do not fully recognize their capabilities. "As a result, rather than reaching up, they reach down. Often, reaching down is the easier way out," he said.

Minority achievement is not the only facet of the leveling dilemma. English teacher Dr. Carol Fox said that students taking a full load of AP classes is not "sensible." By removing the extra weighting for upper level classes, she said, students who are there only to bolster their grade point average would be weeded out. Then, the level three atmosphere would be improved by the upper level students who had dropped down.

Viewing weighted grades as compensation for higher level work, social studies teacher MaryAnn Janosik-Ghiandoni said that the school needs to provide a place for the really bright people to rise to the top.

For more on this story, turn to page 2.

"We'll lose the really fine student if there's no incentive. The bright student becomes lazy in an easier class and settles for mediocrity," she said. About the growing perception that level three is becoming remedial, she added that level three needs to be "a viable place to be—interesting, challenging, not just a vast wasteland."

Principal Dr. Jack Rumbaugh, reaffirming level three as standard college preparatory curriculum, cited English teacher Jon Bender as an example of "a teacher who doesn't distinguish between level three, four and five students. He's just teaching a tough, challenging class." Rumbaugh also said that the faculty should have more time to work together and share teaching methods, allowing for improvement in the level of instruction.

English department head Dr. Bill Newby feels that the value of a level three education needs to be acknowledged. "There are legitimate educational opportunities at that level," he said. "It's ridiculous to think that the only place to get a good education is at the AP level."

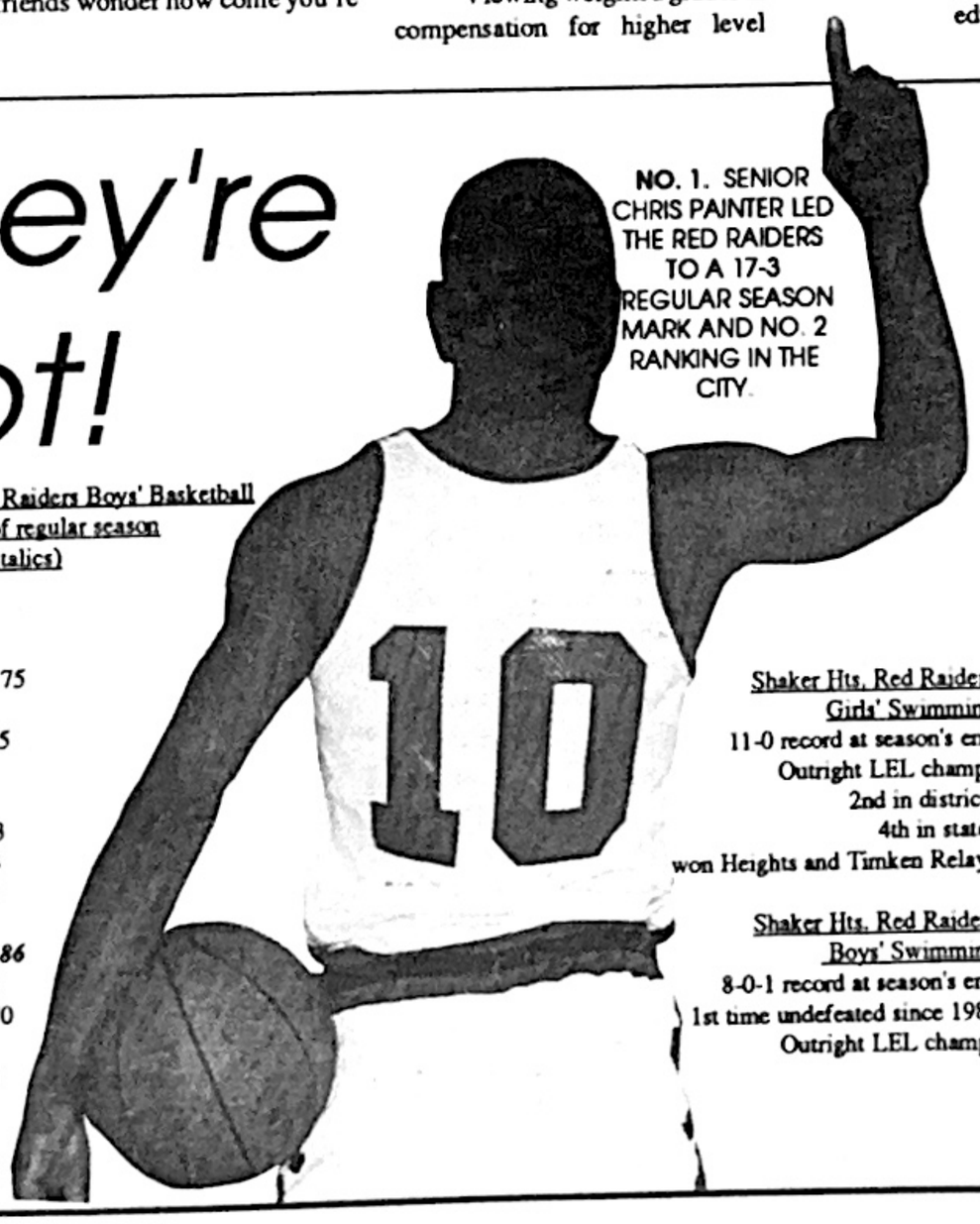
The open leveling system, where students and parents choose levels, has been blamed in part for the overflow of AP classes. As one remedy, the English department has implemented teacher recommendations for eighth through eleventh grade students, based on class performance and test scores. Fox said recommendations are a "big step in the right direction" in that they provide more information for students and parents to make the correct level choice.

Allen Grigsby, guidance department head, said that "the ultimate choice in what to take is up to students and parents." Counselor Patty Gleason said she "can push black students to take level four and five, but can't make them stay."

Although most teachers and students believe the current leveling system is a necessity, English teacher Paul Springstubb approaches the issue differently. He feels that teachers should be challenged not to divide, but to incorporate and teach "a greater range of potentiality."

"The leveling system is the wrong road educationally and democratically," Springstubb said. "Here at Shaker, the division between level two and level five students seems to be primarily racial."

They're hot!



Shaker Hts. Red Raiders Boys' Basketball
17-3 at the end of regular season
(Shaker in bold italics)

67 J.F.K. 65
74 Trinity 55
84 Parma 83
76 Valley Forge 75
101 Garfield 78
90 Holy Name 55
69 Heights ***60***
103 Shaw 95
74 St. Edward 73
97 Normandy 84
85 Lakewood 77
87 Parma 82
92 Valley Forge ***86***
86 Lakewood 64
87 Benedictine 70
77 Heights 69
93 West Tech 75
84 Shaw ***76***
104 U.S. 79
99 Normandy 94

Shaker Hts. Red Raiders Girls' Swimming
11-0 record at season's end
Outright LEL champs
2nd in districts
4th in states
won Heights and Timken Relays

Shaker Hts. Red Raiders Boys' Swimming
8-0-1 record at season's end
1st time undefeated since 1982
Outright LEL champs

Boys' basketball, swim teams warm path for spring squads

BY PETER NAGUSKY AND JOHN-PHILLIP NEILL
Editor-in-Chief and Sports Editor

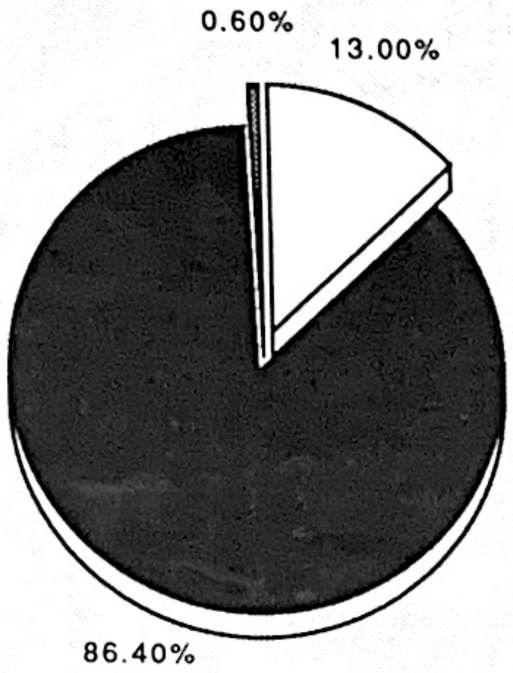
Halfway through April, visages of Chris Painter's jump shot—which helped amass 869 points this season, possibly the most by an individual in Shaker's history—and Colleen Manning's breastroke—which recorded the area's best time in the 100 and, barring an untimely flu, probably the best in the state—have been replaced by Keith Allen's windup and Alex Henry's kick. The wintertime images they created, however, provided the school not only with pride but with winning moments that will not vanish once the spring season games begin.

It was a unique campaign in which the boys' basketball team (17-3), girls' swim team (11-0) and the boys' swim team (8-0-1) mustered up a combined 36-3-1 regular season record and three LEL titles. The hoops team came back from a dead last place in the league standings in 1987-88 and climbed the rankings all the way to the number two spot in the city this year. With a well-rounded squad, including several shaved heads nearing district-time, the male swimmers captured their first league title since 1982. The girls, on the other hand, were led by numerous outstanding individual performances and one coach's persistent and continual drive toward perfection, Ernie Welsh.

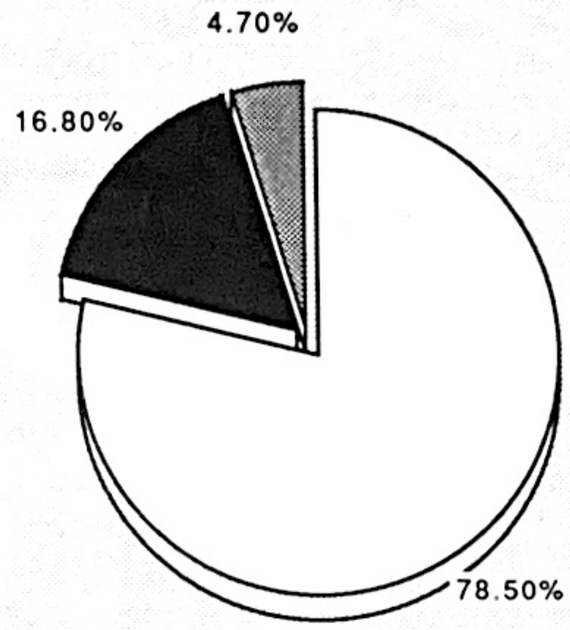
"If Mr. Welsh told me to cut off my fingers because it would help me swim faster, I would cut off my fingers without a second thought," said Alayne Gordon, who finished third overall in the final area standings in the 200 Freestyle, with a 1:54.92 time.

But perhaps the most encouraging sign of the season unexpectedly came after all the whistles had blown: all three teams look to be in exceptionally strong shape for the 1988-89 season. Shaker's JV basketball team went 17-3 and starters Vada Burnett and Derek White will be returning to head coach Bob Wonson's squad. Both swim teams have a deep underclass backing. In fact, sophomore Stephanie Sexton shattered one school pool record this season by a full five seconds.

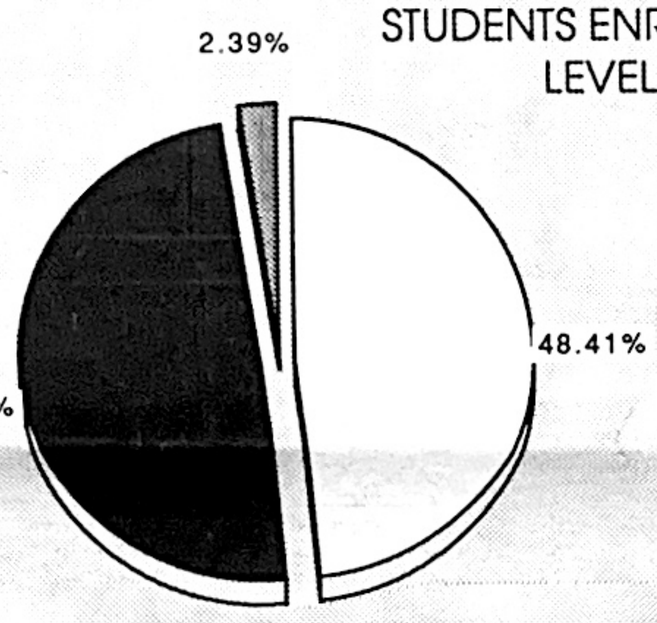
Imbalance reaches high level



STUDENTS ENROLLED IN LEVEL 2



STUDENTS ENROLLED IN LEVEL 5



HIGH SCHOOL RACIAL *BREAKDOWN*

"History shows that some white people tend to move away when they see black people entering their isolated territories."
—FRED KNIGHT
senior

FRED KNIGHT

"Some black students receive peer pressure not to take books home."
—BILL TROST
Freshman unit principal

"Some black students feel secure in their level two or three classes. They just might not be interested in taking an upper level class."
—JAMIE EDWARDS
junior

BILL TROST

"I think there's a lot of peer pressure among blacks not to succeed. There is a vicious cycle of black prejudice against blacks in upper level classes."
—WENDY EDELBERG
junior

—COMPILED BY PHILLIP TURNER—

Academic Decathlon scores big at states

the BRIEFS SHAKERITE

With their second place finish in the state competition, the Academic Decathlon team honored Shaker's five-year tradition of placing in the top three, a feat unchallenged by any other school, according to coach Dr. Carol Fox. Shaker's test scores added up to first place in English, social studies and fine arts. Senior Michael Schnall won first place overall, earning a $1000 award.

AND WE KNEW HIM WHEN...

After a lengthy application process, Steven Fox was awarded English Teacher of the Year by the Ohio Council of Teachers of English Language Arts. Fox's award was based on his "position paper," in which he discussed a significant issue in English education today. As part of the application, he also presented his ideas on curriculum, his involvement in Academic Decathlon and the teachers' association and professional travel, including conferences and in-service training.

KEYS TO THE FUTURE

As the year continues to wind down for seniors, the Scholarship Key Awards were presented March 24. One hundred and five seniors received honor keys for a grade point average of 3.5 or above for five semesters of high school. An additional 67 seniors earned Principal's Achievement certificates for averages from 3.0 to 3.49. Over one-third of the senior class received an award.

PANEL EXAMINES AIDS ISSUES

Superintendent Dr. Peter Horoschak joined a panel on "Management of AIDS in the Workplace and School" at Cleveland Marshall College of Law on March 11. The panel brought speakers from law, medicine, labor, business, education, the military and policy-making organizations to examine the issues brought about by AIDS. Joining Horoschak on the panel was the president and general manager of WVIZ, the superintendent of the Elyria schools and a senior attorney for the Eaton Corporation.

HONORS FOR JOURNALISM

Editor-in-chief Peter Nagusky won first place, earning $125, in the JAOS/American Red Cross AIDS Issues Contest for his series on AIDS awareness. Judging was based on content, writing and editing, coverage and graphic presentation of the Nov. 25 issue. Entries were judged by the Ohio State University School of Journalism faculty members.

In a separate contest, the Columbia Scholastic Press Association honored the newspaper with the Silver Crown award, was awarded to only two percent of the 2,700 entries, while the Northern Ohio Scholastic Press Association (NOSPA) gave their highest honor, the Golden Flash award on its March 23 Press Day at Kent State. Also from the NOSPA were individual awards for Julie Alfred's closed campus article, Terry Harris's story about the cancellation of the track trip to Wheeling and Michelle Brode's barricades article.

JETS TEAM ROCKETS IN TESTING

The 12 juniors and seniors on the Junior Engineering and Technical Society (JETS) team earned the first place spot in the northern region after testing. The testing required each student to score well on two of the following tests: physics, chemistry, biology, mathematics, English, computer fundamentals and engineering graphics. The total team score is then averaged. Senior David Sealfon placed first in engineering graphics and senior Ben Goss placed first in mathematics.

REACHING FOR EXCELLENCE

The North Central Association Evaluation is designed to help schools in the north central region of the United States to achieve their own goals and objectives. The review team visited March 7-9. The team will submit a written evaluation of instructional and extracurricular activities and recommendations for improvement.

LIBRARY FESTIVITIES

As the center of the high school's literary resources, the library will celebrate National Library Week, April 17-23, with a variety of activities, including a Paperback Book Exchange on April 20. The amount of books donated entitles participants to that number of paperbacks. Thursday will feature silent reading in some English classes and a brown bag lunch for faculty and staff.

CEMENTING FOREIGN RELATIONS

In another trans-world rendezvous as part of the Asian Area Studies program, Shaker and Beachwood High Schools hosted 14 Japanese students from Takatori High School from March 3-25. A group of Shaker and Beachwood students will reciprocate by traveling to Japan for four weeks this summer.

MARCH HONORS WOMEN

February commemorated black history while March celebrated women's historical and current achievements with a scavenger hunt, daily questions and a speech by Plain Dealer Sunday Magazine editor Dianne Carmen. Staff assistant Alice Kutil and theatre teacher Andrea Reed organized the activities.

—FROM STAFF REPORTS AND SHAKER SCHOOL SYSTEM MEDIA—

LETTERS TO THE EDITOR

Council, Brenner, racial tension, Dialogue '88

To the Editor:

As a chairperson of Student Council's social committee, I want to thank you for the excellent coverage of our organization in the Feb.12 issue of the Shakerite.

Before Student Council can completely revitalize itself as an organization, there are several problems that exist which need to be resolved, among them: first, a general apathy on the part of many students; second, racial tension between student groups; and third, a general lack of respect for both staff members and school property. Already, we have begun to recognize these issues at our meetings and are working on ways to deal with them—promoting integration as well as improving our own organization, leadership skills and group dynamics. It is hoped that these efforts will enhance both the entire school and the community.

I appreciate you and your staff's willingness to accept Student Council's ideas and activities, but this open view must be expanded throughout the rest of our school.

DEBBIE J. COHAN

To the Editor:

The great outpouring of love shown by Shaker students' cards, letters and funeral attendance of Mr. Charles Brenner, my husband, will always have a special warm place in my and my family's hearts.

I have kept all of your many cards, letters and notes, for they mean so much to us.

Also, your many contributions to the American Heart Research Fund as classes, and some as families, is simply beautiful beyond words.

Let no one ever say that you students of 1987-88 are unable to share deep emotions and feelings, for I can prove them wrong many times over.

Your parents would be proud of you, and I know that Mr. Brenner would, and is, as I am and my family are.

Caring for others is the greatest attribute a person can have, in my book, and all you are tops!

We can never say thank you enough, but you may be sure Mr. Brenner and I cared about you. We were fortunate to have had some of you visit us through the years. God bless you all.

THE CHARLES BRENNER FAMILY

To the Editor:

I am writing you as an angry and very concerned student. I have noticed that there has been a lot of racial problems this year. I understand that it was Black History Month, and I agree that it is important to recognize, but this should not give the black students permission to write "Black Power" on the mural of Jim Morrison. Nor do I feel this gives them the right to write things such as "...equality is only skin deep" on Black History promotional posters.

I thought the idea was to emphasize the positive aspects, not to rehash and inflame the negative. What will be next, swastikas? If they are trying to say something else by this type of action, I have misunderstood the meaning and would like someone to please explain it to me.

I understand that there is a racial problem at our high school, but it seems to be much worse this year. I am very angry because some black people refuse to accept that not all white people are prejudice against them. It seems to me that they are living and reliving the past, not learning anything from it, and refuse to accept the future as a different time and a different place.

I do not feel that the Winter Ball should have been cancelled solely on the reason that it was a "black affair," as it was explained to me. Most students had not yet purchased their tickets. I know that Student Council did its best to make it an interracial dance. Integration cannot be forced, it has to come from the heart. If part of this heart is writing all over walls and murals, they do not want to accept what they are working for.

This is how I feel. I am not the only person that feels this way. I am upset and hurt by the way people who should know the most about prejudice, bigotry, oppression, and inherent stupidity of human nature are treating our school and our way of life. Shaker is statistically integrated, will it ever be emotionally?

I am pleading with you to do something. This has all gone too far.

LAURA SHAPIRO

To the editor:

I think I understand Laura's concerns, but I don't understand the manner in which she expressed those concerns. I found parts of her letter to be quite biased. For example, she holds the entire black student population responsible for an act of vandalism. We have yet to find out who wrote on the wall. Why does she assume a black student wrote it, let alone imply all black students?

To explain the poster "Black is learning at an early age, equality is skin deep," at some point in the lives of most blacks, there comes a rude awakening that you are treated differently because of your skin color. As president of Students Working for Academic Excellence, I can safely say that the poster was intended to be controversial. It was designed to create dialogue. We wanted people to discuss its validity. For many in our society, the message is a strong perception.

In her anger, Laura reached an embarrassing level of rationalization. Are swastikas really on the same level as black power? Also, there are some whites that refuse to accept that not all black people hold prejudice against them.

I believe that the people who would know the most about prejudice, bigotry and oppression would be those inflicting such injustice.

In her anger, she failed to realize there is a need for extreme sensitivity when discussing this issue.

As a result of Laura's letter, a possible solution is being put together. It is titled Dialogue '88. On March 1, it was submitted to and accepted by principal Dr. Jack Rumbaugh. I invite Laura to be a part of the planning process. I thank her for writing the letter. It served as a catalyst. I sincerely hope she can come to terms with her own prejudices and realize the power in the choice of words.

RAFE LEWIS-HARVEY

DIALOGUE '88

To the editor:

Over the past weeks the two of us have shared our perspectives, opinions and plans of action to help improve interracial relations and cut down racial tension. We have also come to understand each other better. We have found that we have different convictions, styles and approaches due to our different experiences in life. We chose to use these differences in a positive way.

We both agree that relations at our school can improve. We both believe that an improvement in relations would benefit all of the students, staff and administration. The process, however, will have to be a long one. It involves small, group relation-building until the end of the school year. In the fall of next year a race relations consultant, John Gray, will visit our school and give an all-school presentation to foster better relations among students, faculty and administration. Then there will be small group, follow-up sessions.

I hope this will serve as a viable solution—one that meets the approoval of the student body of the high school.

RAFE LEWIS-HARVEY
LAURA SHAPIRO

Before co-signing this letter, Rafe and Laura tried to plan for a feasible remedy with Dr. Rumbaugh. After much frustration, Laura chose to no longer be involved with the planning of specific strategies, but left this regarding her letter that appears to the left: "Upon talking to Rafe and others about how I feel and the way I stated my letter, I realize now that the way I wrote it was wrong. I did blame, when I did not want to or feel I was. What I meant to say did not come out exactly right. I really was not trying to point any fingers. I just wanted to point out that something had to be done." That she did—proven by the hundreds of student signatures on a petition to start taking action to correct the problem. Rafe vowed to continue to try and find a remedy.

—ED

CHEERS & JEERS
SHAKERITE

JEERS

—To the Fire Drills that occurred on Mar. 3 and 4. It was nice to know that the school is prepared for any real fires that may occur, but it was especially cold those particular days and quite rude of whomever started the fires or set off the alarms.

CHEERS

—To the Shaker swim teams and the Shaker boys' basketball team. All had terrific seasons, were regarded as top area teams, and brought pride to Shaker that has been unprecedented in the past several years.

JEERS

—To the Social Room that was closed during the entire week of the North Central Evaluation. Students that frequented the Social Room were suddenly thrown out and had to find other places to work or socialize during their free time.

CHEERS

—To Saatchi and Saatchi, the advertising agency who did the spots promoting Northwest Airlines new smoke-free policy, for sticking by its guns when RJR Nabisco, the major food-and-tobacco conglomerate and the nation's fourth-largest advertiser, pulled its business away from them. We applaud both Northwest and Saatchi for what we hope is a trend of the future.

JEERS

—To the fact that because the North Central Evaluation is over, school will no longer end at 2:30 p.m. on Wednesdays. It was so much easier to get over the hump in the work week with that schedule.

CHEERS

—To the Academic Decathlon Team. Their hard work and long hours paid off as they placed second in the state in this year's competition. Every year the team represents Shaker well at the event and this year was no exception.

We give Northwest Airlines and Saatchi & Saatchi the standing . . .

JEERS

—To the Plain Dealer Sports Department for failing to name Red Raiders Vada Burnett, Chris Painter or Shane Wright to their all-scholastic first or second teams. The three merited post-season recognition, each for their different strengths; but all three played on a team that was next to best in the city (as ranked by the PD) at the close of the season. Some of the names on the PD's "list" were rather questionable. Well, it's not the first time they've snubbed Shaker.

CHEERS

—To the 105 seniors who received Honor Keys and the 67 who received the Principal's Certificate for Acheivement. The total 172 represented over one-third of the senior class and was reportedly the highest number of seniors ever to have won the two awards.

A Community Is Known . . .

Hawken benefits from intimate, private setting

BY AMY ROSEWATER
co-Centerpiece Editor

Here's the bargain.

If you apply now, for approximately 6,700 dollars, you won't get a bamboo steamer, but you will receive a top-notch education along with carpeted hallways, a salad bar and a large parking lot.

Only a few strings are attached.

You can't wear blue jeans or t-shirts; and for you oversleepers, Hawken Upper School is not right around the corner. It's a longshot if you normally wake up two minutes before first period—Gates Mills is a good 20 minute drive away, speeding time included.

At 8:20 a.m., some Hawken students are off to advanced calculus classes, others are chatting away in a social room and others are visiting teachers for help or make-up work during their "drop period." English, language and history classes meet four days a week. The fifth day is *called a "drop period." Many students enjoy this luxury because if they need to meet with a* teacher for any reason, it does not have to be after school. After all, George Washington and William Shakespeare need their day off too.

Since the school has approximately 90 to 100 students per grade, classes are relatively small. Classes last about 40 to 52 minutes each. There are no weighted grades, but there are advanced classes. The small size of the classes provides for individual learning—a Hawken tradition in education.

"The best aspects of Hawken are the size of the school and the kind of intimate relationships between teachers and other teachers, students and other students and most importantly, teacher and student relationships," claimed Marcella Yedid, assistant to the Head and director of studies.

Most of the students agree that Hawken's small size is a benefit. However, there are some disadvantages to the system.

"Sometimes, because it is so small, you feel that your privacy is limited," said senior Amy Hall.

One main disadvantage of a small school is a lack of diversity. Because of its small size, it is impossible for Hawken to offer the same amount of courses or the variety of courses as a larger school. Hawken does fight this problem however, providing its students with about 23 extracurricular activities—including the school newspaper, called The Affirmative No, theatre programs and student volunteer organizations. The difference between the activities at Hawken compared to those at a larger school is the magnitude of the programs.

According to Jack Breisch, Dean of students at Hawken, "a vast majority" of the students participate in extra-curricular activities, especially sports.

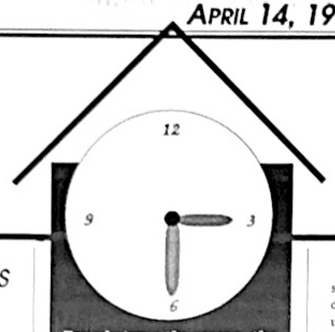
"Most students are involved in more than two [activities]," Breisch said.

Junior Brian Stone, a former Shaker student now at Hawken, said, "There's a real push for athletics at Hawken—more so than at Shaker."

Besides its fine academic reputation, Hawken is also known as an athletic powerhouse. Senior O.J. McDuffie added a new dimension to Hawken football, swimmer Byron Davis holds district, state and national records, and swimmer Tracy Russell helped lead the girls' swim team to the state title this year.

Although the central goals at Hawken are academic and athletic excellence, another is to destroy the myth that Hawken's student population is homogeneous.

"We've got diversity. In having a co-ed school we are reflecting more truly the way the world is," said Breisch.



For whatever the reason, the fact remains that Shaker students do not really understand school life beyond Shaker. When we visited four high schools—Warrensville Hts., Heights High, Parma Senior High and Hawken Upper School—our main intention was to investigate school life and stereotypes cast upon these schools. No, we were not beaten up at Warrensville; we were not shot at Heights, pink flamingos did not greet us at the doorways at Parma and we were not honked at by Mercedes and Porsches at Hawken. Several stereotypes were broken through our visits, and it is our main goal to reveal actual life at these schools to you, our readers.

—Kristin McGovern
and Amy Rosewater
co-Centerpiece Editors

"Part of our philosophy is to have diversification. We need to continue striving for a diverse student body. The myth that individual schools only have wealthy and elite students among their students is erroneous," claimed Yedid. "Perhaps we haven't swallowed the idea ourselves. We have students of different religious, ethnic and economic backgrounds."

Breisch agreed. "Not everybody here is rich. A lot of our students are of basic, middle class backgrounds. Almost half of the students here receive some kind of financial assistance."

"The stereotype at Hawken is that everyone here is a bunch of rich, snobby kids. Over the years we have become more diverse—not only racially, but socially too," said senior Andy Peay.

Besides changing the attitude towards Hawken externally, Breisch feels the need to change the atmosphere at Hawken internally.

"Teachers and students alike don't realize how lucky we are in a school like this. We need to appreciate what we've got," said Breisch.

Small size gives Warrensville pluses, minuses

BY KRISTIN MCGOVERN
co-Centerpiece Editor

Welcome to Warrensville High School, a school that prides itself on its low student enrollment which promotes closer relationships for students and teachers.

"Warrensville is fairly small, but friendly. In general, everyone knows each other," said English teacher Karen Vincent.

Warrensville is comprised of 825 students; a number that is large enough to give it a few of the advantages of a public school, but small enough to maintain cohesion between the students.

"We can individualize here and you don't get lost in a pool of students," said Powers.

"Smaller classes are more intimate because you can get to know more people," said Jack Protiva, head of the math department.

According to senior LaMonica Clark, "It's a lot easier to work in a smaller class because everyone works at a different pace."

To adapt to the diverse abilities of each of the students, Warrensville offers three different levels—A, B and C. A is an honor's course for gifted students; B is for average students and C is for those who work below average. The students receive grades that are weighted according to their course selections.

Although Warrensville has the advantage of small classes that can individualize according to a student's ability, it's smallness also has its limits.

"Because [Shaker] is bigger, it can offer more things and can have more of a variety. Because we are small, we can't offer everything to everybody," said Powers.

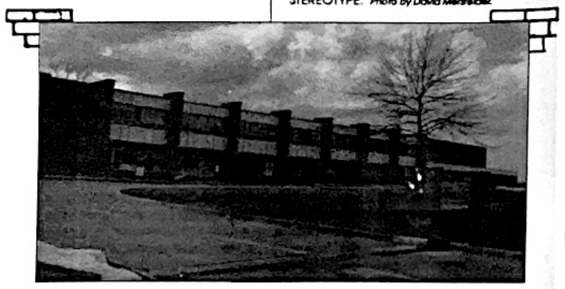
"I wish Warrensville had more opportunities," said senior senior Rhoderikin Miranda. "We don't have as much as other schools."

Warrensville students claim that their smallness limits their athletic potential, which is an important part of the curriculum.

"Shaker is a big school with the quality of better athletes and more to choose from," said senior Carletta Fellows, a participant in volleyball, softball and basketball.

Other negative aspects of a small school include its lack of racial diversity, as Warrensville is 99 percent black.

"I don't like it that this school is (almost) all black. There is no interracial atmosphere," said senior Nichola Lathon.



WILDCAT COUNTRY. "KITTEN-FRIENDLY" WARRENSVILLE BREAKS ITS "TOUGH-GUY" STEREOTYPE. *Photo by David Manfredini*

Parma High strengthened by course offerings

ROCK-A-BYE BABY. ONE UNIQUE PROGRAM AT PARMA IS ITS CHILD DEVELOPMENT OFFERINGS. *Photo by David Manfredini*

BY KRISTIN MCGOVERN
co-Centerpiece Editor

Parma...a name that calls to mind "white socks, pink flamingos and feathered hair," according to one Shaker sophomore. However, looking beyond surface stereotypes, one might find that Parma is more than the caricature Shaker students frequently depict it as.

Comprised of approximately 1600 students, Parma High School offers quite a diverse curriculum. One can take courses in anything from child care to cashiering.

According to the president of the junior class at Parma, Karyn Raiff, "Parma is great if you're active in extracurricular activities..." As a member of acting classes offered at Parma, Raiff added, "The theater department is excellent."

Parma also offers several unusual courses in its vocational program. One that is particularly popular is auto technology, which trains students in engine and body repair.

"[Vocational courses] help us get job training. They let us know what the real world will be like," said junior Eric Stary, a participant in Parma's vocational program.

Another feature at Parma is its child care program. Those students who have children are encouraged to use the child care facilities located on the Parma campus. Such a facility allows students with children to remain in school and decreases the number of teenage-parent dropouts.

Most students agree that Parma is chock full of spirit. According to Raiff, this is because of the friendliness felt among Parma students.

"We're like a family and, for the most part, we get along well. Such closeness makes us have a lot of spirit," said Raiff.

Sophomore Michelle Dziewicki, agreeing with Raiff, said, "We are nice to each other and this makes us active in more things and more spirited."

Aware of common Parma stereotypes, junior Larissa Kaminsky said, "Everyone thinks [people from Parma] are druggies and that we wear white socks—no one ever expects anything good out of Parma. In reality, we're not that much different from other schools."

Heights dispels myths, despite lack of funds

BY AMY ROSEWATER
co-Centerpiece Editor

"In honor of dear Heights
We gather here to sing,
To show our love and loyalty
We let our voices ring
All hail our Alma Mater,
All hail the Black and Gold
And may those colors symbolize
The spirit we uphold."
—Heights High Alma Mater

Trained jail cell militia men storm around school hallways and bolt the doorways to Heights High School. Any intruder is likely to be shot by the guns carried by the security guards who flood the school building.

Contrary to popular belief, this is not the scene at Heights High School.

According to one Heights sophomore, "[The school] makes it out to be real tough. Last year it was so tight, but they let all the security off because there's not enough money."

Security guards are present at Heights, but they carry around walkie-talkies, not guns, and talk to students rather than shooting them. Because of the levy's recent failure, several members of the security staff at Heights were laid off.

If the levy fails again in May, 22 teachers from the high school will be laid off, class sizes will increase and the industrial arts and home economics classes which are not in the vocational program will be cut. So far, according to Susan Glaser of The Sun Observer, the failing levy has not affected the high school at all. No matter what, the school will change from an eight period day to a seven period one this fall.

The seven period day "is not a money saver, but it will make the cuts a little easier to handle," said Glaser.

Science teachers used the eighth period for science labs, and with the seven period day, science classes will consist of only one 50 minute period.

Principal Dr. Hugh Burkett discussed the possibility of cutting the International Baccalaureate (IB) and Advanced Placement (AP) programs, but the school board felt that these programs were far too important to lose. The IB program, according to the Course Description Scheduling Guide, "requires that all participants become proficient in mathematics and language, which its program directors consider the two most important tools of communication and analysis." Both the IB and AP programs are nationally and internationally known for excellence. Both programs "will meet or exceed most college entrance requirements." According to Lawrence Mlynek, assistant principal for school operations, approximately 65 percent of Heights students are college bound.

Besides honors classes, Heights offers vocational programs—such as auto mechanics, cosmetology and word processing. Vocational students begin classes at 8 a.m. and end at 11. Some Shaker students are involved in the vocational programs at Heights.

"Shaker must set up a curriculum for non-college bound students," suggested Mlynek, obviously pleased with its success at Heights.

Heights High consists of three campuses. The main campus is on Cedar Rd. The other two branches of Heights High are on Taylor Rd. and Forest Hills Blvd. The main campus, housing approximately 2,700 students, has four floors and a basement.

"Some students say they are lost," admitted Mlynek. "They're only lost if they don't get involved."

But, because Heights is so large, it can offer a larger variety of courses that smaller schools are unable to offer.

Classes in English, math and science are offered at several levels. Heights provides foreign language classes in French, Spanish and Latin and more unusual options like Russian and Hebrew. Heights recently created a program for students involved with alcohol and drug abuse. The program—Prevention, Referral, Intervention, Drug Education (PRIDE)—is open to students who need information or help concerning alcohol and drug usage. Some students involved with this program can attend therapy classes during special periods throughout the school day.

One main concern of students at Heights does not deal with academics, however.

According to the Heights High Student and Parent Handbook, "students are required to remain on school grounds in specific designated areas during the lunch period. The authorized designated areas are the cafeteria, social room, courtyard and library." Even with this regulation, some students claim that they still manage to go off campus for lunch.

"There's no open campus but it doesn't stop anyone," said one sophomore.

WE GOT SPIRIT, YES WE DO. HEIGHTS TIGERS FANS SHOW OFF THEIR BLACK AND GOLD PRIDE. *Photo by David Manfredini*

Although some students manage to get around the system, the closed campus regulation is, however, fairly well enforced. During the lunch periods, students are busy eating, talking and completing science homework for the next period. Not a single McDonald's bag can be found (now McDonald's does not serve Heights students during lunch).

Even with the negative aspects of Heights—students leaving school to go out to lunch and the possibility of another failure of a levy, Mlynek "sees a lot of positive change."

He said, "Students [at Heights] are doing a heck of a better job of getting their act together."

"The gold in dear Heights' colors
Comes from the eastern sky,
It shows a shining future for
Our own beloved Heights High
Then rally 'round the standard
Which bears our colors bright
May it inspire in every heart
The love for truth and right."

. . . By The Schools It Keeps

Building tension: *Racial supremacist attitude reappearing among youths*

Rochester, Ind.—White teenagers conduct an ongoing campaign of harrassment, including a cross-burning, against black teachers and students at their school.

Fort Worth, Texas—A dozen teenage boys calling themselves the Legion of Doom commit over 30 incidents of racial bombings, shootings and harrassment.

Marple, Penn.—Over 70 black students temporarily withdraw from Cardinal O'Hara High School in April 1985 when a burning cross and "KKK" are found painted on a school wall.

Shaker Hts., Oh.—Students smear racial slurs across school property. "Black power" covers a mural of Jim Morrison, the late lead singer of the rock music group the Doors. "Black power is divine" appears over a bathroom wall and several classroom desks.

BY PETER NAGUSKY
Editor-in-Chief

These are not scenes from the civil rights movement of the 1960s. All of these incidents have occured in recent years and while violent racism may not dominate public consciousness and newspaper headlines as it did two decades ago, the racial supremacist attitude is reappearing. And most ominously, it is recurring among youth, observers say. Candid comments from high school students and events from the past three months indicate there has been a recent resurgence of racial tension at Shaker Hts. High School.

If a committee were to be formed at the high school to examine the problem, it would come across an abundance of possible reasons that have sparked a resurfacing of racial tension. Blatant "Black power" reminders throughout the school; cancellation of a school dance that supposedly was going to be nearly "all black," according to the pre-dance sign-up sheet; circumstances concerning many facets of the play "People of Color," in which the cast was almost entirely black; several posters with messages such as "Equality is only skin deep"; the college admissions process; *Black History Month; Martin Luther King Day; shutting down of certain elementary schools, such as Moreland; the fact that Shaker did not have one black National Merit Scholar this past year;* conscious or unconscious segregation of some school extra-curriculars; the leveling and weighted grade policies that the high school has implemented; and the emergence of several fraternity-like groups have all contributed to bring about an awareness of the problem of racial tension in Shaker Hts.

"There is widespread sense among people, particularly among young people, that it is okay to perpetrate racist violence, whether it is a mob attacking someone on the street or something less dramatic," explained Leonard Zeskind, Research Director for Center for Democratic Renewal (CDR), an Atlanta-based organization that monitors hate group activity. Racial tension is a touchy topic and finding explanations for it is difficult, but not as difficult as finding the answers that will solve the serious and grave problem the youth of this nation is now facing.

Educating young people about the Klan and other hate groups is seen by many as a way to deter racist incidents and the groups' efforts to recruit young members. "Special educational, human rights-type programming will go a long way towards solving this problem," said Zeskind—along the lines of the philosophic thinking that people who know and understand each other tend to respect each other. Experts are beginning to see the school environment as a tool to help facilitate improved relations, not hinder them. Below are some recommended ways to aid social integration that the Youth News Service (YNS) suggested after comprehensive research.

- ❑ holding more events designed specifically to bring students of different racial groups together,
- ❑ considering an applicant's commitment to facilitating improved race relations when a school system hires a high school principal,
- ❑ convening meetings between administrators and student leaders at the beginning of each school year to develop goals for improving race relations during the year and,
- ❑ having voluntary or required meetings for the student body in which race relations is directly confronted in the form of a mature discussion.

"I know for a fact there is a marked increase in hate group activities on school campuses," claimed Janet Caldwell, program associate for the CDR. Most often, the spark for these incidents is "a perception of infringing on territory—academic, economic, sexual," she said. That, coupled with the fact that high school is one of the last settings in which students from different backgrounds must spend several hours together under the same roof in a relatively non-competitive atmosphere, helps explain why there have been many violent outbursts by adolescents associated with racism.

"At this age, rivalry begins to develop among the groups, and race is a good thing to have a rivalry about," explained Robert Crane of Rand Corporation, whose research shows a higher degree of success for integration programs in elementary schools rather than secondary schools. Crane claimed that adolescent bonding is a major factor and that race helps young people establish a solid group identity quickly and easily. This and the idea that youths do not make the effort to maintain such friendships or think about the potential advantages they may hold have been cited as two of the countless of reasons for interracial separation among high school students.

Across the nation, for more than twenty years now, many schools have been through a multitude of voluntary and involuntary desegration efforts aimed at achieving a good ethnic balance of students. But what about integration? Integration is not a mere mix of students with different ethnic backgrounds, but a process. Integration is not only reduced conflict between ethnic groups, but groups coming together to understand something about each other. A recent Newsweek magazine cover story, "Black & White," showed the powerful emergence of racial issues in society today.

A national YNS survey revealed that although 93 percent of high school students said that they form friendships with students of different racial backgrounds; 66 percent said these friendships are school-based and that they rarely socialize outside of school. Students claimed that while interracial friendships may spring up between particular students in certain classes, there is a marked separation of ethnic groups in places where students traditionally socialize, like in the lunchroom. That separation often extends to extra-curricular acticities, including athletics.

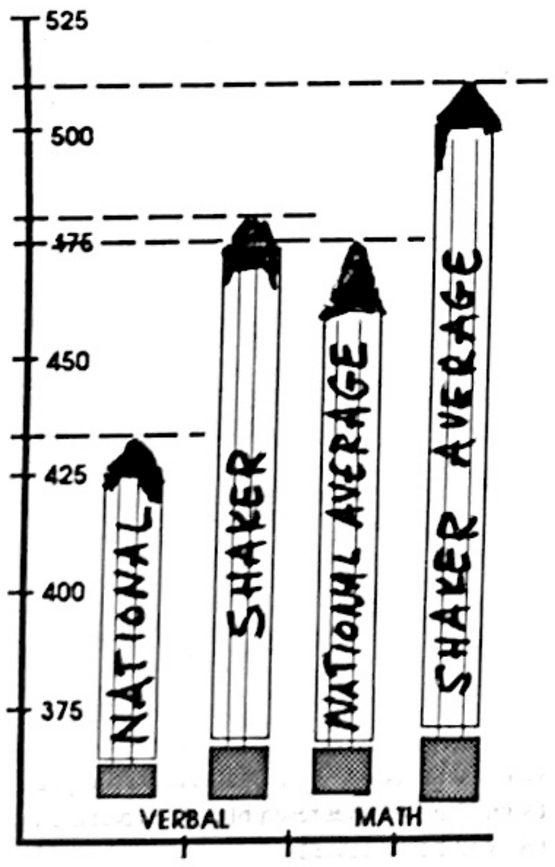
Many activities are dominated by particular ethnic groups, both across the country and Shaker. Most glaringly, however, are statistics that came out of Wilmington High School in Wilmington, Del. The math, golf, debate, swim teams and band are dominated by whites (100, 100, 98, 98 and 96 percent, respectively), who make up nine percent of the entire student body. Both the girls' and boys' basketball teams and Spanish Club are almost exclusively black (99, 98 and 97 percent, respectively). Such outrageous figures may seem startling, but results from certain Shaker activities very well might reveal as shocking a story.

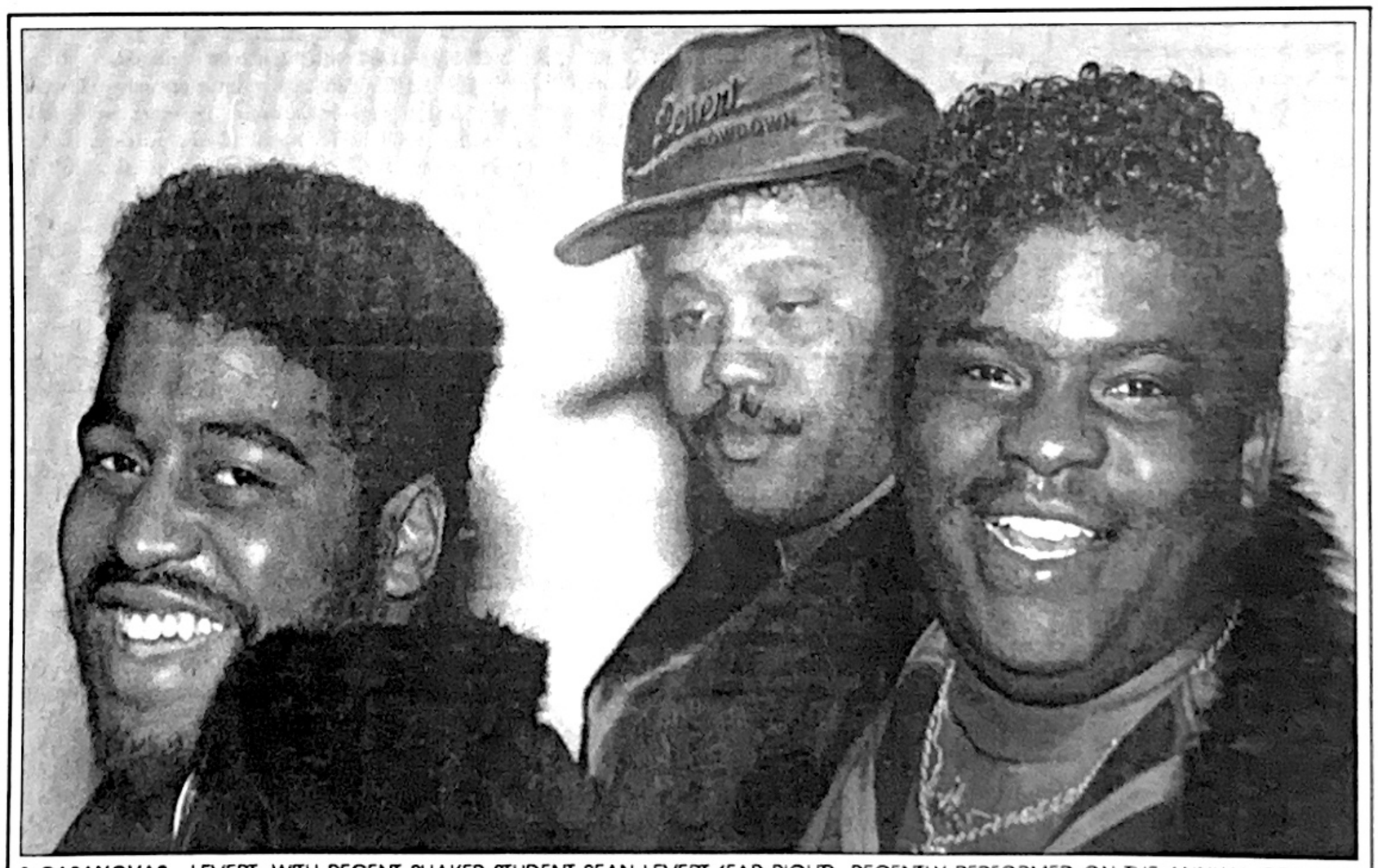
Research has shown that racial stereotypes break down when students must work together to reach a common goal. But crossing the racial barrier requires perserverence, which may provide a key to racial clustering in extra-curricular activities. Yet, one statistic after another supports the idea that racial separation does spill over into these activities—activities that could potentially provide the least pressured arenas for interracial communications.

—PARTS TAKEN FROM YNS—

SCORING BIG

Not since 1980-81 has a senior class scored as well on the mathematical portion of the Scholastic Aptitude Test, and it has been over ten years since a class has scored better than the class of 1988 in the verbal section. Below is how Shaker stacked up to the rest of the nation:





3 CASANOVAS. LEVERT, WITH RECENT SHAKER STUDENT SEAN LEVERT (FAR RIGHT), RECENTLY PERFORMED ON THE ANNUAL GRAMMY AWARDS. THEY HIT IT BIG WITH THEIR FIRST ALBUM, BLOODLINE, AND NUMBER ONE HIT, (POP, POP, POP, POP) GOES MY MIND, AND MOST RECENTLY, CASANOVA. THE GROUP CONSISTS OF SEAN AND GERALD LEVERT AND FAMILY FRIEND MARC GORDON. SEAN WAS A SENIOR DURING THE 1985-86 SCHOOL YEAR AND BENEFITS MUSICALLY FROM HIS FAMOUS FATHER, EDDIE LEVERT, OF THE O'JAYS.

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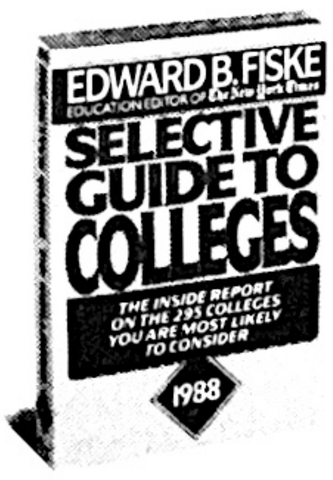

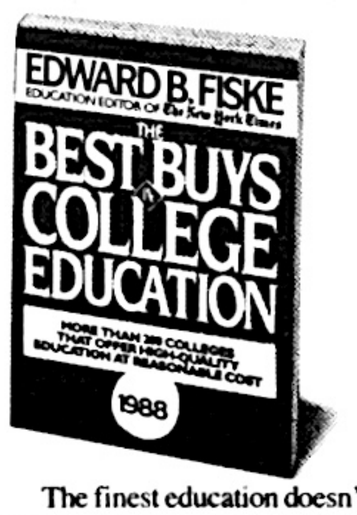

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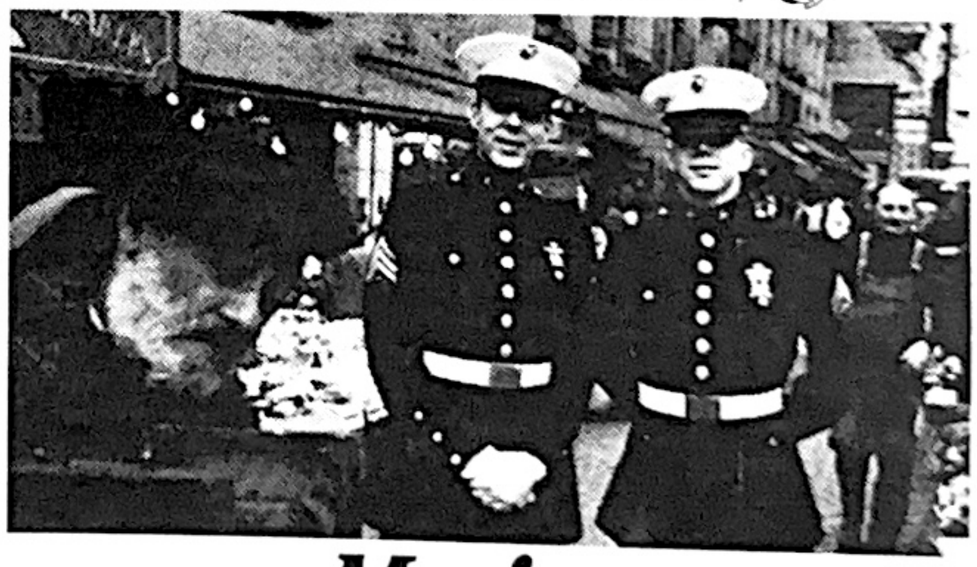

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